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HOMER TOPE ROSENBERGER

*A Bibliographical Record*

Washington, D. C.  
Pennsylvania Historical Junto  
1958

# Pennsylvania Historical Junto

WASHINGTON, D. C.

Founded 1942

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# HOMER TOPE ROSENBERGER

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## *A Bibliographical Record*

*Edited with an Introduction by*

MILTON RUBINCAM

*Foreword by*

MILLICENT BARTON REX

WASHINGTON, D. C.

PENNSYLVANIA HISTORICAL JUNTO

1958

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# Foreword

## THE PENNSYLVANIA HISTORICAL JUNTO

BY MILLICENT BARTON REX, PH.D.

*President of the Junto*

**T**HIS YEAR, 1957-1958, the Pennsylvania Historical Junto is celebrating its fifteenth anniversary—a circumstance that serves as an occasion to look back over the years and take stock of the organization's history and accomplishments.

The Junto was founded as a small private group of persons in the Washington area all interested in research in the field of Pennsylvania history. Their meetings were at first informal and held in the homes of the members. Later the membership broadened, and the group met at the All Souls' Unitarian Church, and finally at the Washington downtown Y.W.C.A. near Hecht's Department Store. In 1944 a charter was obtained from the District of Columbia, and shortly thereafter the Junto received special permission to assemble in the Conference Room of the National Archives, which has been its home ever since.

Early in the organization's history a search was made for a suitable name, and finally the term "Junto" was selected, in imitation of the famous Junto headed by Benjamin Franklin in Philadelphia in 1727, later the predecessor of the present American Philosophical Society.<sup>1</sup> Franklin's Junto took all knowledge for its province, but in this respect the Pennsylvania Historical Junto did not resemble its namesake. Our Junto limited itself to history, though history in the broadest sense, and to Pennsylvania, though Pennsylvania's foreign contacts sometimes reached far afield. Biography and political history, art, medicine, religion, architecture and education, labor history and industrial development, all have received attention in Junto programs.

The chief activity of the Junto has been its program of monthly

<sup>1</sup> Col. Calvin I. Kephart, one of the founders, gets the credit for proposing the name of "Pennsylvania Historical Junto."

meetings. Here a paper is read or an informal talk is given, followed by discussion and questions. In the early days these talks were given mainly by the members themselves, and members still provide part of the program material for the meetings. Many of these papers have ultimately found their way into print in various publications; if there had been no Junto to provide the original stimulus, some of these contributions to Pennsylvania history would never have been carried to completion.

Besides the talks given by the members, there has been an increasing tendency for the Junto to invite outside speakers to present papers. Some of these speakers have been persons highly distinguished in their various fields—Professor Lawrence Henry Gipson, of Lehigh University; Dr. Solon J. Buck, Archivist of the United States; Dr. St. George L. Sioussat, Chief of the Manuscripts Division, Library of Congress; the late Dr. Frederic A. Godcharles, formerly State Librarian of Pennsylvania and sometime member of the State Senate; Professor Richard Shryock, Professor of Medical History at Johns Hopkins University; Floyd Chalfant, Secretary of Commerce of Pennsylvania; Dr. Amos E. Taylor, Director of the U. S. Bureau of Foreign and Domestic Commerce; Dr. S. K. Stevens, formerly State Historian and now Executive Secretary of the Pennsylvania Historical and Museum Commission; and others.

In addition to being a source of stimulation and enrichment to its members and a spur to the speakers and writers among them, the Pennsylvania Historical Junto has other accomplishments that must be noted. One of the most concrete and important of these was the part it played through its President, Dr. Homer T. Rosenberger, on behalf of a memorial to William Penn to be set up near the Capitol in Harrisburg. The original idea for a memorial to Penn was conceived by Dr. Rosenberger some time before the William Penn Tercentenary Celebration in 1944. As early as 1942, Dr. Rosenberger pointed out that there was no adequate memorial to Penn anywhere—other than the restoration at Pennsbury—and urged that the Commonwealth of Pennsylvania give Penn some recognition commensurate with his importance to Pennsylvania and to America. By correspondence with the Pennsylvania Department of Public Instruction's Post-War Planning Committee and suitable persons elsewhere, and by urging newspapers to write

editorials on the subject, Dr. Rosenberger, as the representative of the Junto, continued to agitate for this project almost single-handed, until at last in 1946 the State Legislature accepted the idea.

The question of the form the memorial should take occupied the Junto's attention during these years, and proposals for a memorial on the Capitol Park grounds somewhat after the style of the Lincoln and Jefferson Memorials in Washington were at first contemplated. A classical structure of simple Doric style, with due commemoration of the different spheres of Penn's achievement (peace, self-government, religious freedom) was what Dr. Rosenberger had in mind, and one of the Junto's members with architectural training went so far as to present to Harrisburg a design for such a building. After 1946, however, no further steps were taken by the Junto or its President, or indeed by the State, despite its earlier adoption of the idea. In fact, it was not until 1957, when the plan was taken up again by the Pennsylvania Historical and Museum Commission, that Dr. Rosenberger's project seemed likely of fulfillment. In this new phase the memorial has taken a new form—the Historical and Museum Commission is pressing for a much needed archives building to serve the double purpose of a storehouse of records and a memorial to Penn. But the original impetus for the commemoration of Penn came from Dr. Rosenberger and if this memorial is ever completed, it will owe its existence in part to Dr. Rosenberger acting with and for the Junto.

Another concrete example of the Junto's influence is provided by its publication, *The Pennsylvanian*. This periodical is devoted to various items related to Pennsylvania history—sometimes summarizing talks given at Junto meetings; sometimes suggesting useful bibliographies; sometimes reminding its readers of significant anniversaries or timely recollections; sometimes bringing to light odd bits of forgotten and unpublished history. *The Pennsylvanian* was founded by Dr. Rosenberger in February, 1944, and was taken over six months later by the present Editor, Mr. Milton Rubincam, who ranks second only to Dr. Rosenberger as a leader of the Junto. *The Pennsylvanian* has been well received in historical circles ever since its beginning. It has been especially praised for the unusual material it has published, and it has made some real contributions to Pennsylvania history. It is found in many libraries and historical societies, and undoubtedly has made

the Junto known to historically minded persons throughout the State as well as in other parts of the country.

Besides the regularly issued *Pennsylvanian*, the Junto in 1946 published a 64-page pamphlet entitled *Junto Selections*, which presented three papers given by speakers at Junto programs.

For all of these activities over the last fifteen years, the Pennsylvania Historical Junto has received recognition, not only in Pennsylvania, but in a wider sphere. For example, the North Carolina Department of Archives and History and the American Association for State and Local History have both taken note of the Junto and commended it for its activity and serious purpose.

In all its history and through all its efforts, the founder and leading spirit of the Junto has been Dr. Homer T. Rosenberger. Without his energy and initiative and scholarly interest, the Junto could never have been what it has been or what it is. In recognition of this fact, one of the events of this anniversary year has been the presentation to Dr. Rosenberger of a Certificate of Merit by the Junto, citing him for his invaluable contributions to the cause of the Junto in particular, and that of Pennsylvania history in general. In addition, the Pennsylvania Historical Junto is now sponsoring the present work, a bibliography of Dr. Rosenberger's writings prepared by the Junto's Editor, Mr. Rubincam. In bringing out this publication we seek to commemorate our anniversary year, celebrating alike our founder and our organization.



# Introduction

HOMER TOPE ROSENBERGER, Ph.D., LL.D.<sup>1</sup>

BY MILTON RUBINCAM  
*Past President of the Junto*

**H**OMER ROSENBERGER is recognized in historical circles as an authority in the field of Pennsylvania history. He possesses a remarkable knowledge of his native State. Every square inch of the Commonwealth seems to be known to him. His researches into the events and characters that have given Pennsylvania its leading place in American history are exhaustive.

But when one examines the published writings of Homer Rosenberger one quickly realizes that his interests are not confined within the narrow limits of Pennsylvania history. He is interested in people, in correcting abuses, in developing a sound educational system. His long service as Supervisor of Training for the U. S. Bureau of Prisons was not just a job to him. He thought deeply about the problems that daily beset him; he devised ways and means for improving the efficiency of prison personnel so that they could not only handle the difficult situations that often arise in prisons, but could also participate in the rehabilitation of the inmates.

Dr. Rosenberger is greatly concerned with the inadequacies of our school systems and through his book, *What Should We Expect of Education?* (see no. 158 in the Bibliography), and his articles he has sought to find remedies to correct these deficiencies. He is also interested in religion, and the notes that he has collected for years will some day become a book entitled *The Quest for Religion*. He is a student and a thinker—and a doer. When he undertakes a project, he pushes it to completion. On the occasion

<sup>1</sup> This account of Dr. Rosenberger is based in part on *Who's Who in America*, vol. 30, 1958-1959, p. 2368 and 3169; *Who's Who in American Education*, vol. XVIII, 1957-1958, p. 972; *Who Knows—And What*, Revised Edition, 1954, p. 574; *Who's Who in the East*, 1955, pp. 744-745; Milton Rubincam, "Homer T. Rosenberger, the Junto's Founder," *The Pennsylvanian*, vol. 14, no. 3, Sept., 1957, pp. 12-15.

of his transfer from the Bureau of Prisons to the Department of Commerce he was described in the *Federal Prison Service News Letter* as "energetic and tireless, always friendly and courteous."

Homer Tope Rosenberger was born at Lansdale, Montgomery County, Pennsylvania, 23 March 1908, as the elder son of the late Daniel Hendricks Rosenberger and his wife, Jennie Kulp Markley, who now lives at Norristown. On both sides of the family he represents old Pennsylvania German stock. His earliest known paternal ancestor, Heinrich Rosenberger, first appeared of record on 14 November 1729, when he purchased 159 acres of land in present Franconia Township, Montgomery (then Philadelphia) County. He founded a prominent family that has included among its members Rev. Henry B. Rosenberger (1844-1921), Mennonite Bishop of the Blooming Glen District; Rev. Henry H. Rosenberger (born 1834), Bishop of the United Brethren Church; Hon. Wellington H. Rosenberry (a variation of the name) (born 1866), a member of the State Legislature of Pennsylvania; and Rev. Arthur S. Rosenberger (born 1898), a General Conference Mennonite Minister and President of Bluffton College, Ohio.<sup>2</sup>

Homer Rosenberger was educated at Albright College, Reading, Pennsylvania, from which he was graduated in 1929. He proceeded to Cornell University, Ithaca, New York, where he received the M.A. degree in 1930, his thesis being *The Circuit Courts of Appeals And Their Jurisdiction* (211 pages). He continued his studies at Cornell and in 1932, at the age of 24, was awarded the Ph.D. degree. His 513-page thesis on this occasion, *Public Utility Regulation in Pennsylvania*, was his first serious study of an important phase of Pennsylvania history.

After a brief career as a high school history teacher at Tidioute, Pennsylvania, Professor of History and Government at Susquehanna University during a summer session, and instructor in social studies at the Adult Night School, Lock Haven, Pennsylvania, Dr. Rosenberger became associated with the U. S. Office of Education in 1935, serving first as a camp educational adviser in

<sup>2</sup> Francis Coleman Rosenberger, *Some Notes on the Rosenberger Family in Pennsylvania and Virginia, 1729-1950* (1950), pp. 4-5; Rev. A. J. Fretz, *A Genealogical Record of the Descendants of Henry Rosenberger of Franconia, Montgomery County, Pennsylvania* (1906), pp. 18-21, 27, 252, 263, 277; John C. Wenger, *History of the Mennonites of the Franconia Conference* (1937), pp. 82, 289, 384.

Pennsylvania in the Third Corps Area, Civilian Conservation Corps. The CCC was created in 1933 to provide useful work and training for unemployed young men and to build the Nation's natural resources of timber, soil, and water. In January 1938 he was brought to Washington by the Director of CCC Camp Education and the U. S. Commissioner of Education, and was a member of the Commissioner's staff until the closing days of the Civilian Conservation Corps.

His association with the CCC was one of the phases of his life in which Dr. Rosenberger takes considerable pride. He had an opportunity during those years to work with young men who had fallen on hard times and who needed help. He was and is a great believer in the use of visual aids as a tool in education; one of his earliest articles was "Enriching the Educational Program by Means of Visual Aids" (see no. 15), and in 1940 he prepared Part I of the CCC's Visual Aids Handbook (no. 41), after having prepared a series of 16 filmstrips and manuals which were used throughout the CCC. From 1938 to 1942 he was a member of the Civilian Conservation Corps Safety Council.

In 1942 Dr. Rosenberger found his real place when he accepted the appointment of Supervisor of Training for the Bureau of Prisons, U. S. Department of Justice, Washington, D. C. Here he put to use his boundless energies, his enthusiasm for assisting the unfortunate, his ability to organize and coordinate. His fertile mind was constantly at work, and as a result of his thinking many projects for training prison personnel were carried out. As is frequently the case with those who write Government publications, Dr. Rosenberger's name as author is omitted from the title-pages of some of the publications which he wrote.

He created several Bureau of Prisons writing projects of which he was not the author. They included *Prison Work as a Career. A course of study based on the work and objectives of the Federal Prison System* (1944); and *Prison Problems, Answers to Some Pertinent Questions* (four series, 1952, 1953, 1954, 1955).

Dr. Rosenberger's interests extended beyond the Bureau of Prisons. He became an active member of the Federal Training Officers Conference. He served as Chairman of the Conference, 1949-1950, and 1955-1957, and at various times as Chairman of its Committees on Preparation of the Training Specialists' Directory; Evaluation of Current Training Materials, Devices, and

Techniques; and Stimulation and Evaluation of Research. He was Executive Secretary of the U. S. Board of Civil Service Examiners, Bureau of Prisons, in 1949-1950. In 1951 he became a director of the Red Feather agency now known as the Bureau of Rehabilitation of the National Capital Area, Vice President of the Bureau four years later, and this year was elected President. In 1953 and 1954 he was a trustee of the National Institute for Reading Improvement. He is a member of the American Correctional Association, the Pennsylvania Prison Society, and the Howard League for Penal Reform of London, England.

On 17 June 1957, Dr. Rosenberger severed his 15-year connection with the Bureau of Prisons and transferred to the Bureau of Public Roads, U. S. Department of Commerce, where he took up his duties as Chief of the Training Branch, Personnel and Training Division. Soon after his appointment he planned and launched a program of supervisor development for high-level supervisors in the Nation's greatest construction project.

From an early period of his life Dr. Rosenberger was interested in the history of Pennsylvania. His Ph.D. thesis on public utility regulation, which has not been published, was his initial effort at writing Pennsylvania history. The preparation of this work caused him to study the Duke of York's Laws and many of the Pennsylvania statutes from 1676 to 1930 concerning the development of transportation in the colony and the later Commonwealth. His interests continued to broaden when he went to Lock Haven, Clinton County, in north central Pennsylvania, and he began to study the history of lumbering in that area. The mountain folk tales intrigued him and he wrote a series on "Clinton County Folk Lore" (nos. 2-6), weaving historical facts into the introduction of the respective tales. From folk lore he soon graduated to history. His is an analytical, precise mind; he must find documentary evidence to support historical facts, and folk tales frequently are not susceptible of documentation.

His first published historical writings were the articles known by the collective title of "Great Pennsylvanians," a series which appeared in the *Lock Haven Express* in 1935 (nos. 7-13). While he was still with the CCC he prepared *A three months Course in Pennsylvania History* (no. 14) and *A Short Course in the Economic Geography of Pennsylvania* (no. 17). At later dates he contributed to *Pennsylvania History*, *The Pennsylvania Magazine*

of *History and Biography*, and other periodicals, articles which are models of scholarly writing, sound research, and thorough knowledge of the subject.

Dr. Rosenberger joined several historical societies and has participated actively in their proceedings. From 1943 to 1945 he was Chairman of the Membership Committee of the Pennsylvania Historical Association, and in the latter year became a member of the Association's Council. He was Chairman of its Standing Committee on Publications from 1946 to 1948, during which time he and Dr. Robert Fortenbaugh developed the plan to publish the *Pennsylvania History Studies series* in an attractive format but inexpensively priced for the use of teachers and students (nos. 110, 114, 115, 144, 145, 146, 175). He has been Chairman of the Committee, also, from 1951 to the present. For many years he has been a Contributing Editor of the Association's magazine, *Pennsylvania History*.

In the Pennsylvania German Society he was elected a member of the Board of Directors in 1949, became Vice President three years later, and on the death of William S. Troxell on 10 August 1957, succeeded as President of the Society. He is a member of the Columbia Historical Society of Washington, D. C., in which he became a member of the Board of Managers in 1953 and presently holds the office of Recorder. He also belongs to the Historical Society of Pennsylvania.

Dr. Rosenberger organized the Pennsylvania History Club of Washington, D. C., in his home in August 1942. Its founding members were Pennsylvanians in the Nation's Capital who were interested in the history of their native State. It was reorganized a year later as the Pennsylvania Historical Junto, with Dr. Rosenberger as the first President. He held office from 1943 to 1946, when he was succeeded by Colonel Calvin I. Kephart. In 1947 the latter resigned because of the pressure of his own activities, and was followed by the present writer, who served as the Junto's third President for seven years (1947-1954). Dr. Rosenberger came back for a two-year term as fourth President, and in 1956 he was succeeded by the present incumbent, Dr. Millicent Barton Rex.<sup>3</sup> In 1944 President Rosenberger founded *The Pennsylvanian*

<sup>3</sup> On 1 August 1958 Dr. Rex will be succeeded by William Galbraith Smith, of Washington, formerly of Warren, Pennsylvania, who will thus become the sixth President of the Junto.

as the Junto's monthly publication; it is now a quarterly. The importance which the Junto assumed during his administration has been described by Dr. Rex and need not be repeated here.

During these years when he was training prison personnel to do a better job and participating actively in the management of several societies, Dr. Rosenberger was making important cultural contributions. His "Early Maps of Pennsylvania" (no. 89), "Early Maps of Berks County" (no. 99), "Montgomery County's Greatest Lady: Lucretia Mott" (no. 118), "James Wilson's Theories of Punishment" (no. 121), "Philadelphia's Influence on Pennsylvania Transportation Development" (no. 130), "Commodity Price Fixing in Pennsylvania—1676-1800" (no. 138), and "Thomas Ustick Walter and the Completion of the United States Capitol" (no. 141) not only brought into focus highlights of Pennsylvania history, but added much to our knowledge of cartography, humanitarianism, penology, transportation, economics, and architecture.

The keen sense of responsibility he feels toward education is reflected in his articles on "Teaching and the Ideal Teacher" (no. 111), "What Is of More Value Than a Good Teacher?" (no. 148), "A Proper Setting for Learning" (no. 150), "The Curriculum and Its Relation to Guidance" (no. 151), "Priceless Example" (no. 162), and "Implanting Attitudes in Students: A Significant Function of the High School" (no. 163). His book, *What Should We Expect of Education?* (no. 158) is a timely, thought-provoking contribution to the problems of modern education. He covers the entire field of education, including the financial cost; the ultimate value of a college education; the attributes of a good teacher; the kinds of curriculums that are needed; the ability to read well and to express oneself by speaking and writing; the safeguarding of life and health; education's part in developing a sense of social responsibility; the school's responsibility for developing in the student a desire to do constructive work and to increase the number and quality of his productive skills; the wise use of leisure time; and the necessity for an individual to analyze himself "with a view to measuring how well he applies his talents and knowledge."

In his writings Dr. Rosenberger covers a wide range of topics—and in each of his fields of investigation he writes with authority. His public addresses and lectures are delivered with facility and humor. He is a clear and level-headed thinker.

The fraternities to which he belongs are Phi Delta Kappa (education), Pi Gamma Mu (social sciences), Phi Alpha Theta (history), and Alpha Pi Omega.

On 14 July 1934, Homer T. Rosenberger married at Lock Haven, Pennsylvania, Miss Gertrude Pauline Richards, daughter of Rev. Alexander F. Richards, pastor of the Evangelical United Brethren Church at Meyersdale, Pennsylvania, and his wife, Arley Andrews. Mrs. Rosenberger was born on 1 October 1909, in Norfolk County, Province of Ontario, Canada.

The Rosenbergers have two charming daughters: Arley Jane, born at Coudersport, Pennsylvania, on 16 February 1937, and Lucretia Hazel, born at Washington, D. C., on 18 June 1945. When she was ten years old Arley Jane Rosenberger gave a talk before the Junto on "Marguerite De Angeli's Pennsylvania Books for Children"; it was published in *The Pennsylvanian* for October 1947 (vol. 5, no. 3). The name of the younger daughter, Lucretia Hazel, is derived in part from her maternal aunt and in part from the name of the woman for whom Dr. Rosenberger has an intense admiration—"Montgomery County's Greatest Lady."

Honors have come to Dr. Rosenberger in recent years. In 1954 he was elected a member of the Cosmos Club of Washington. Albright College awarded him the honorary degree of Doctor of Laws in 1955. In May 1957 the Training Officers Conference gave him a scroll as an expression of its appreciation for his outstanding leadership in the training of Federal employees. On 20 September 1957, on the occasion of its 15th anniversary, the Pennsylvania Historical Junto presented a beautifully engrossed Certificate of Merit to its Founder and first President in recognition not only of his services to the Junto but also of his significant contributions to the cause of Pennsylvania history.





# The Bibliography

During the course of nearly a quarter of a century Dr. Rosenberger has become a productive writer. Some of his published articles are lost; see, for example, the note following the "Clinton County Folk Lore Series" (numbers 2-6, inclusive). Others of his printed pieces have not been included in this Bibliography; among them mention may be made of the programs he worked up for various occasions and his releases for the Training Officers Conference. His writings that are included in the Bibliography all have research value, and constitute an important aid to students of Pennsylvania history, general history, biography, education, penology, personnel training, and folklore. In order to give the reader of the Bibliography a cross section of Dr. Rosenberger's views and findings, quotations from the writings are included.

1934

1. Lincoln and Liquor. GAZETTE AND BULLETIN, Williamsport, Pa., 1 Feb. 1934. No. of copies: 5,500.

Dr. Rosenberger was the author of this interesting communication to the Williamsport daily newspaper. Unfortunately, as the Editor explained in a letter to him, the accidental omission of his name as the author was not discovered "until after the page had been torn down and the type thrown away." This paper is a review and summary of William H. Townsend's article, "Lincoln and Liquor," in *The Atlantic Monthly*, Feb. 1934.

*Clinton County Folk Lore Series* (in CLINTON CO. WKLY) :

2. The Witch of Pine Station. 22 June 1934.
3. The Witch of Werner's Mill. 13 July 1934.
4. The Hex Doctor and the Witch of Farrandsville. 17 Aug. 1934.

1935

5. Mr. Never Fear. 15 March 1935.
6. Old Godfrey's Spook. Date uncertain, but sometime in 1935.

[*End of the Clinton County Folk Lore Series. The circulation of the Clinton Co. Wkly in 1934 and 1935 was approximately 1,000. Dr. Rosenberger has a recollection of writing the following three articles in the series, but neither his carbon copies nor the clippings can be found: The Dancing Cupboard, Old Baldwin's Wolf, and Apple Butter Making Time.*]

*Great Pennsylvanians Series* (in LOCK HAVEN EXP.):

7. Wm. Penn, Founder of Pennsylvania. 18 March 1935.

"Many colonists were brought to Pennsylvania by William Penn's advertising and by his democratic form of government. Nearly 3,000 immigrants arrived before the end of 1683, within two years after the charter had been granted. Most of these immigrants were English Quakers, although Welsh and Irish were among their numbers. In following years many immigrants came from England and from the southern part of Germany. The Germans, Welsh and Scotch-Irish came in large numbers."

8. Francis Daniel Pastorius. 26 March 1935.

"The German element in Pennsylvania has played a great part in the history of our state. The wave of German migration to Pennsylvania was especially pronounced during the first half of the 1700's. By 1725 there were fifty thousand Germans in Pennsylvania and by 1750 it was estimated that one third of Pennsylvania's population was made up of Germans. . . .

"Francis Daniel Pastorius was the pioneer of the German migration to Pennsylvania. He was the founder of Germantown and was the town's leading resident until the time of his death. For 36 years he was one of Philadelphia's most prominent and influential citizens."

9. James Logan: Faithful Servant of the Penn Proprietors (1674-1751). 1 April 1935.

"In 1699 Penn returned to Pennsylvania for his second visit. He brought James Logan with him as his secretary. Logan was born of Scottish parents at Lurgan, Ireland, on Oct. 20, 1674. James Logan was well educated. His father had been a school master and Logan himself had taught school. Logan knew Latin, Hebrew and Greek before he was 13 years old and in his 16th year he found a book on mathematics and educated himself in this branch of learning with-

out any instruction. In 1699 he was 24 years old and was engaged in trade between Dublin and Bristol. While carrying on this business William Penn persuaded him to come to America as his secretary."

10. John Bartram, Father of American Botany (1688-1777). 6 April 1935.

"The period from 1738 to 1810 might well be called the 'Golden Age of Pennsylvania.' It is a period filled with important events and characters. It is a period of expansion in which Penn's colony grew into a comparatively important and populous commonwealth. It is a period in which appear such names as Benjamin Franklin, Robert Morris, Anthony Wayne and Robert Fulton. It is a period in which the Declaration of Independence was signed, the Revolutionary War fought and the federal government established, and a period in which most parts of the state were explored and settled. During this period Philadelphia was the metropolis, the chief city, the hub, of the thirteen colonies."

Not the least among the luminaries of this period was the great botanist. "John Bartram's work attracted attention in America and in Europe. In addition to collecting, studying and raising various kinds of plants and trees he painted sheets of illustrations, wrote books and articles and carried on an extensive correspondence with the leading naturalists of Europe."

11. David Zeisberger: Missionary to the Indians (1721-1808). 27 April 1935.

"David Zeisberger came to Pennsylvania in 1740 and was one of the founders of Bethlehem and Nazareth. He studied the Delaware and Onondaga languages in the Indian school at Nazareth. In 1743 he became a missionary to the Indians. He worked unceasingly among them for the remainder of his life, a period of 65 years. He worked without salary, was a very unselfish character, had a truly sacrificial ideal, lived down many privations and dangers and refused to complain about his lot or regret that he went into missionary work. He probably preached Christianity among the Indians longer and amidst more trials and hardships than any other person."

12. Benjamin Franklin (1706-1790). 10 May 1935.

"Franklin was an advocate and organizer of new things.

He was constantly urging some new project and he became popular because of his public spiritedness. In 1728, when he was only a youth of 22 years, he organized the 'Junto,' which was nick-named the 'Leather-Apron Club.' The Junto was a debating society which met on Friday evenings. The purpose of the club was to raise and discuss questions on morals, politics and natural philosophy, present papers and search for truth. It has been said that the formation of this club marks the beginning of learning in Pennsylvania, for out of it, directly or indirectly, many of Pennsylvania's useful institutions have grown."

13. John Dickinson, 1732-1808. 17 May 1935.

"Of the Revolutionary period it has been said that Dickinson was as outstanding in writing as George Washington in the war, Benjamin Franklin in diplomacy, and Robert Morris in finance. In addition to this tribute Dickinson College at Carlisle, founded in 1783 and named for Dickinson, and Westtown School, a boarding school in Chester County, founded by the Quakers in 1799, largely through the influence of John Dickinson, have been monuments to the Penman of the Revolution for well over a century."

[*End of the Great Pennsylvanians Series. The circulation of the Lock Haven Express in 1935 was approximately 3,800.*]

1936

14. A three months Course in Pennsylvania History. Consisting of fifteen meetings and designed to cover the high points of the subject in a brief survey. Prepared for the Third Corps Area Committee on Academic Units on Instruction, for use in the Civilian Conservation Corps. Undated. 21 pp. 15 drawings and a bibliography. Mimeographed. No. of copies: About 300.

"Pennsylvania History should be of interest to many Pennsylvanians. One can probably find as racy and as interesting stories of daring, adventure, battles, pioneering, Indians, inventions, explorations, etc., in the chapters of various books on Pennsylvania as can be found anywhere. . . ."

—p. 2. This paper consists of 15 chapters in outline form to give the student a quick picture of 3 centuries of Penn-

sylvania's history and to assist instructors who are planning a course in this subject.

15. Enriching the Educational Program by Means of Visual Aids. ADVISER, vol. II, no. 2, Nov. 1936, pp. 11-12. No. of copies: Probably about 600.
16. Third Corps Area Form for Evaluation of the Use of Objects, Specimens or Models in CCC Education. ADVISER, vol. II, no. 2, Nov. 1936, p. 31. No. of copies: Probably about 600.

## 1937

17. A Short Course in the Economic Geography of Pennsylvania. The Powerhouse of the Nation! Published by the Civilian Conservation Corps, 1937. A map and 22 drawings. Mimeographed. The outline of the course was prepared by Dr. Rosenberger when he was Camp Educational Adviser of the 380th Company, CCC. It was illustrated by William R. Taube, First Lieutenant, FA-Res., of the 2312th Company, CCC. No. of copies: 2,000.

"Pennsylvania Economic Geography should be of interest to all Pennsylvanians. When one takes time to count in his mind the variety of industries to be found in Pennsylvania, and when one takes note of Pennsylvania's place in American industry he begins to realize that a study of Pennsylvania Economic Geography might probably hold a number of points of interest.

"Pennsylvania's coal is shipped to many states, warms thousands of homes and turns many a factory wheel. Pennsylvania's iron, steel, glass, locomotives, and textiles are shipped to the far corners of the earth.

"But the study of Pennsylvania Geography is not limited to a study of the state's industries. Consideration of her scenic splendors and natural wonders, and geologic background are worth more than just a casual glance. The Boiling Springs of Cumberland County are mystifying. The limestone caves found in many parts of the State tell of centuries of geologic changes. Bedford Springs has frequently been called the Carlsbad of America. In a sense, Chimney Rocks at Hollidaysburg compares with Cathedral Spires in the Garden of the Gods. Pine Creek Gorge might well be called the

Grand Canyon of the East. The Balancing Rock in Sullivan County, Rock City in McKean County, the Ice Mine in Potter County and the glacial lakes in the northeastern part of the state are truly natural wonders nestled amid gorgeous scenery. In the words of a recent poet, 'Pennsylvania Has Everything.'

"As a consequence, a study of Pennsylvania Geography, in correlation with a study of Pennsylvania History, gives one a general view of the state's physical features, industrial development, and place among the states and nations."—Introduction.

## 1939

18. The Filmstrip in CCC Camp Education. VISUAL REV., 1939, pp. 14-15. Illustrated with 18 frames reproduced from 2 filmstrips in the series described in nos. 19-34. No. of copies: 15,000.

In addition to indicating the use of filmstrips in CCC Camp Education, this article announced the preparation of the series of vocational guidance filmstrips.

*Vocational Guidance Filmstrips and Accompanying Manuals for Instructors.* (Washington: Civilian Conservation Corps, Office of Education, Federal Security Agency.)

19. The Fishery Industry. March 1939. Reprinted Sept. 1939. 119 frames. 12 pp.
20. The Paint Industry, March 1939. Reprinted Sept. 1939. 62 frames. 5 pp.
21. The American Railway System. March 1939. Reprinted Sept. 1939. 51 frames. 5 pp.
22. The Iron and Steel Industry. April 1939. Reprinted Sept. 1939. 87 frames. 10 pp.
23. The Coal Mining and Coke Manufacturing Industry. May 1939. Reprinted Sept. 1939. 103 frames. 15 pp.
24. The Automobile Industry. Oct. 1939. 124 frames. 9 pp.
25. The Lumber Industry. Oct. 1939. 99 frames. 9 pp.
26. The Electrical Goods Industry. Dec. 1939. 93 frames. 8 pp.
27. The Meat Packing Industry. Dec. 1939. 83 frames. 8 pp.
28. The Shipping Industry. Dec. 1939. 82 frames. 8 pp.

29. The Agricultural Implements Industry. Feb. 1941. 112 frames. 5 pp.
  30. The Air Conditioning Industry. Feb. 1941. 67 frames 7 pp.
  31. The Building Construction Industry. Feb. 1941. 75 frames. 7 pp.
  32. The Textile Industry. Feb. 1941. 98 frames. 9 pp.
  33. The Baking Industry. Aug. 1941. 93 frames. 8 pp.
  34. The Rubber Industry. Aug. 1941. 96 frames. 6 pp.
- [End of the Filmstrips and Manuals. Although Dr. Rosenberger's name does not appear on the filmstrips or on the title-pages of the manuals, he conceived the project and prepared the filmstrips and the texts of the manuals.] No. of copies: Probably about 200 of each of the filmstrips and 3,000 of each of the manuals.*
35. Bibliography of Published Materials on CCC Education (Available in CCC Camp Education Office). Washington, D. C.: Office of Education, U. S. Department of the Interior. April 1939. No. of copies: Approximately 500.
  36. Completed Theses in CCC Camp Education. Washington, D. C.: Office of Education, U. S. Department of the Interior. 15 April 1939. No. of copies: Approximately 500.
  37. A Guide to the Preparation of Special Studies in CCC Camp Education. Washington, D. C.: U. S. Office of Education, Federal Security Agency. Nov. 1939. No. of copies: Approximately 500. Includes 1 chart and 2 tables.
  38. Political Background of Spanish Queen's Clinton Investments. LOCK HAVEN EXP. Centennial Edition, 2 Dec. 1939, Sec. 4, p. 3. No. of copies: 5,500. Includes portrait of the Queen.

The author relates the little-known story of Maria Christina, Princess of the Two Sicilies, Queen Regent of Spain, widow of King Ferdinand VII, and mother of Queen Isabella II. The turmoils and revolutions that beset Spain during her daughter's reign caused the Queen Regent to purchase land in Clinton Co., Pa., but the members of the Royal family did not settle on their American property.

1940

39. Film Catalogue. 16 mm Educational Films Used Successfully in CCC Camps. Washington, D. C.: Civilian Conservation

Corps, Federal Security Agency. May 1940. 44 pp. No. of copies: Approximately 3,000. Includes list of film titles, index, film descriptions, and suggested uses.

40. CCC Projects, Jobs and Related Occupations. Curriculum Series No. 2. Washington, D. C.: Civilian Conservation Corps, Federal Security Agency. June 1940. 67 pp. No. of copies: 750.
41. Visual Aids Handbook. Part I: The Use of Films, Filmstrips, and Slides. Washington, D. C.: Civilian Conservation Corps, Federal Security Agency. Aug. 1940. Includes 1 chart. No. of copies: Approximately 3,000.

## 1941

42. Highlights of Pennsylvania History. Seven Events Which Shook the World Help Prove Claim to Title of Keystone State. LOCK HAVEN EXP., 9 Oct. 1941. No. of copies: 5,500. Originally given as a 25-minute radio talk at Johnstown, Pa., Aug. 1941. The Seven Highlights were: (1) The Founding of a Democratic Way of Life by William Penn. (2) The Fall of the French Fort, Duquesne. (3) The Declaration of Independence. (4) The Successful Introduction of the Steamboat. (5) The Introduction of the Steam Locomotive to the Western Hemisphere. (6) The Invention of the Kelly Steel Converter. (7) The Drilling of the Drake Oil Well.

## 1942

43. Vocational Guidance for CCC Enrolees (Questions and Answers Regarding Fields of Work). Washington, D. C.: U. S. Office of Education, Feb. 1942. Titles of pamphlets: Carpentry and Woodworking (1 picture, 1 chart). Food Service Work (1 picture, 1 chart). Hospital Work (2 pictures, 2 charts). Motor Vehicle Driving (1 picture, 1 chart). Each pamphlet is of 8 pp. No. of copies each: Approximately 4,000. Distributed to all camps of the U. S. Civilian Conservation Corps.

## 1943

44. Foreword, *Physical Training* [Manual]. Washington, D. C.:



United States Prison Service, 1943. No. of copies: Approximately 10,000 over a period of 14 years.

45. A Training Course for Sanitary Supervisors. Washington, D. C.: Bureau of Prisons, Department of Justice, 1943. 58 pp. 1 chart. No. of copies: Approximately 200.
46. *Staff Library Catalogue*. Washington, D. C.: Bureau of prisons, Department of Justice, May 1943. No. of copies: 250. Facsimile of the author's signature at the end of the Foreword.
47. Round Table Discussions. BULL. BD., vol. VI, no. 14, July 1943, pp. 16-18. No. of copies: 5,000.
48. Staff Libraries. BULL. BD., vol. VI, no. 14, July 1943, pp. 18-19. No. of copies: 5,000.
49. Discussion of Current Personnel Problems. BULL. BD., vol. VI, no. 15, Oct. 1943, pp. 14-15. No. of copies: 5,000.

## 1944

50. Training Program for 1944. BULL. BD., vol. VI, no. 16, Jan. 1944, p. 11. No. of copies: 5,000.

Testing Occupational Training and Experience. Washington, D. C.: Bureau of Prisons, U. S. Department of Justice. Thirty-seven performance tests each calling for the performance of typical duties in a specialized field; all are included at this point, even though they were published over a period of several years.

51. Junior Cook. 18 pp. 1944.
52. Auto Mechanic. 6 pp. 1945.
53. Bookkeeper. 7 pp. 1945.
54. Bricklayer. 6 pp. 1945.
55. Cabinet Maker. 5 pp. 1945.
56. Carpenter. 5 pp. 1945.
57. Electrician. 9 pp. 1945.
58. Painter. 6 pp. 1945.
59. Plumber. 9 pp. 1945. Includes 3 drawings.
60. Steamfitter. 6 pp. 1945.
61. Baker. 8 pp. 1946.
62. Barber. 6 pp. 1946.
63. Blacksmith. 6 pp. 1946.
64. Bus Driver. 7 pp. 1946. Includes one drawing.
65. Cement Worker. 6 pp. 1946. Includes 2 drawings.

66. Clerk Stenographer. 11 pp. 1946.
67. Cook. 7 pp. 1946.
68. Cook (alternate version). 8 pp. 1946.
69. Dairyman. 7 pp. 1946.
70. Engineer (Power Plant). 7 pp. 1946.
71. Firearms Instructor. 7 pp. 1946.
72. Laundryman. 9 pp. 1946.
73. Librarian. 9 pp. 1946.
74. Machinist. 5 pp. 1946.
75. Physical Training Instructor. 6 pp. 1946.
76. Plasterer. 7 pp. 1946.
77. Sheet Metal Worker. 7 pp. 1946.
78. Shoemaker (Shoe Repairing). 6 pp. 1946.
79. Social Worker. 8 pp. 1946.
80. Storekeeper, 8 pp. 1946.
81. Swine Herdsman. 7 pp. 1946.
82. Teacher. 8 pp. 1946.
83. Truck Operator. 7 pp. 1946. Includes 1 drawing.
84. Typist. 7 pp. 1946.
85. Vegetable Gardener. 9 pp. 1946.
86. Welder (Acetylene or Arc). 6 pp. 1946.
87. Recreation Instructor. 7 pp. 1947.

[*End of the Performance Tests, which are grouped under the title of Testing Occupational Training and Experience. One hundred and twenty-five copies of each of these were published, but 125 additional copies were issued of seven of them.*]

88. Directory of Members, Pennsylvania Historical Junto (Named for Benjamin Franklin's Junto Club). Washington, D. C. March 1944. 7 pp. No. of copies: 100. Includes map showing location of Pennsylvania residence or special interest area of Junto members. Brief biographical notes of members.
89. Early Maps of Pennsylvania. PA. HIST., vol. XI, no. 1. April 1944, pp. 103-117. No. of copies: 600. Listed in *The American Historical Review*, vol. L, no. 1, Oct. 1944, p. 187; *Bibliography of Pennsylvania History*, 1957, no. 8325.

“A person interested in Pennsylvania history is likely to find consulting an unfamiliar early Pennsylvania map as much of an adventure as poring over a newly discovered early pamphlet or book dealing with the history of the state. In each case careful study is apt to reveal much useful and

relevant information ; one cannot tell beforehand what he will discover. Early maps of Pennsylvania are of use also to the legal profession, frequently being introduced into court as evidence. . . .”—pp. 103-104.

90. Have You Seen The Stourbridge Lion? PENNSYLVANIAN, vol. 1, no. 4, May 1944, p. 11. No. of copies: 100.

The Stourbridge Lion was “the first locomotive to actually operate on a railroad in the Western Hemisphere. It made a trial run of about three miles, starting from and returning to Honesdale, in Northeastern Pa., on August 7, 1829 and another trial run at Honesdale on September 9, 1829 on the tracks of the Delaware and Hudson Canal Co.” The Stourbridge Lion is now preserved at the Smithsonian Institution, in Washington.

91. Governor Geary’s Views on Education. PENNSYLVANIAN, vol. 1, no. 5, June 1944, pp. 17-18. No. of copies: 100.

This is the first publication of a letter written on 27 July 1870, by John White Geary, Governor of Pennsylvania, to Rev. C. N. Hartshorn, LL.D., President of Mount Union College. The original letter was made available to Dr. Rosenberger by the owner, Frederick J. Bolton, Assistant Treasurer, Harrisburg Trust Co. The Governor wrote, in part: “If our Government is to remain republican in form and spirit,—if *the people* are to be the rulers of this great nation, then, the character of the education we impart to our children becomes a question of most vital importance. . . . I most cordially approve of all efforts that are put forth to advance the interests, and elevate the standard, of our national education. . . .” The letter is followed by a brief sketch of Governor Geary’s life.

92. The William Penn Memorial. PENNSYLVANIAN, vol. 2, no. 1, Aug. 1944, pp. 1-2. No. of copies: 200.

“Winning the war will not necessarily guarantee democracy and democratic ideals. It will only give us the opportunity to achieve democracy and democratic ideals. The plans we make now will determine to a considerable extent whether or not we will guarantee democracy to those who follow us.

“In a desire to look to the future, exercise leadership in the field of Pennsylvania History, and make History still more ‘A Living Force’ the Pennsylvania Historical Junto has

been making plans for the erection of a suitable memorial to William Penn, champion of modern democracy.

“ . . . . .

“The purpose of erecting the Memorial is to make the average citizen, in all parts of Pennsylvania, aware of the sterling character and important contributions of Penn and thereby inspire the citizenry to higher ideals and maintain democratic ideals in Pennsylvania on a solid foundation.”—  
p. 1.

93. Courageous Mr. Penn. *PENNSYLVANIAN*, vol. 2, no. 3, Oct. 1944, pp. 9-10. No. of copies: 100.

A critical review of a motion picture which was produced in England. The Washington premiere was on 6 Oct. 1944.

#### 1945

94. Dr. Frederic Antes Godcharles (1872-1944). *PENNSYLVANIAN*, vol. 2, no. 6, Jan. 1945. No. of copies: 100.

Obituary of one of the Junto's most active and useful members. Dr. Godcharles was a former State Sénator and State Librarian of Pennsylvania, and an eminent historian.

95. Physical Training. *BULL. BD.*, vol. VII, no. 20, Jan. 1945, pp. 14-15. No. of copies: 5,000.
96. Staff Libraries. *BULL. BD.*, vol. VII, no. 20, Jan. 1945, pp. 15-17. No. of copies: 5,000.
97. Staff Library. *BULL. BD.*, vol. VII, no. 21, April 1945, p. 16. No. of copies: 5,000.
98. Junto Member Honored. *PENNSYLVANIAN*, vol. 2, no. 10, May 1945, p. 38.

Sketch of Milton Rubincam, the recently èlected President of the National Genealogical Society.

99. Early Maps of Berks County. *BERKS CO. HIST. REV.*, vol. X, no. 4, July 1945, pp. 99-102. Full page map of county in 1818. Portrait of William H. Dechant, Berks Co. cartographer. Notes. Biographical note about author, p. 119. Listed in: *Bibliography of Pennsylvania History*, 1957, no. 7264.

“A study of various maps of the county, beginning with the earliest and progressing to the modern maps, shows in a simple and direct way the growth of population, the economic expansion of the county and the impress of individuals and

families on the county through the names they gave to villages, towns, townships, roads, bridges, and the like."—p. 99.

100. In-Service Training for the Federal Prison System. *SCHOOL LIFE*, vol. 28, no. 2, Nov. 1945, pp. 29-31. No. of copies: 18,000. Listed in: *Readers' Guide to Periodical Literature*, May 1945-April 1947, p. 1709; *Education Index*, vol. 6, p. 1400; *Correctional Research*, Bulletin No. 2, April 1953, p. 13 (published by United Prison Association of Massachusetts).

Includes chart describing technical course.

Cited and mentioned by D. E. Lundberg in "Methods of Selecting Prison Personnel," *Journal of Criminal Law and Criminology*, vol. XXXVIII, no. 1, May-June 1949, p. 22.

## 1946

101. Introduction, *Junto Selections: Essays on the History of Pennsylvania*, 1946. No. of copies: 1,000.

102. Examination on Prison Service Study Course (First Series). Washington, D. C.: Bureau of Prisons, U. S. Department of Justice. No. of copies: 600 for each version.

This examination was given throughout the Federal Prison System three times per year from 1943 to 1946, inclusive, to all new employees. It was presented in numerous versions, of which the two cited here are dated in Jan. (10 pp.) and May (5 pp.) 1946.

103. Performance Tests. *BULL. BD.*, vol. VIII, no. 26, July 1946, p. 26. No. of copies: 4,800.

104. What Should the Functions of the Junto Be During the Next 25 Years? *PENNSYLVANIAN*, vol. 3, no. 12, July 1946, pp. 47-49. No. of copies: 100.

"In our first four years of existence as a professional organization devoted to Pennsylvania history, we have built a broad foundation and have accomplished a number of significant things. During the next quarter of a century, it will be necessary for us to initiate new programs and to follow them up if the Pennsylvania Historical Junto is to develop its unique potentialities fully."—p. 47.

105. Second Biennial Report of the President of the Pennsylvania

Historical Junto to the Members of the Junto Covering the Period August 1, 1944-July 31, 1946. 3 pp. No. of copies : 100.

President Rosenberger's First Biennial Report, which covered the two-year term ending July 31, 1944, seems to be missing from the file. The Second Biennial Report, here listed, reviews the Junto's achievements during its third and fourth years.

106. Junto Selections. PENNSYLVANIAN, vol. 4, no. 1, Aug. 1946, p. 1. No. of copies : 100.

"A long succession of original papers on the history of Pennsylvania has been presented before the Junto at its monthly meetings. Three were selected for printing and were issued recently in the form of a 64-page pamphlet entitled, *Junto Selections: Essays on the History of Pennsylvania. . .*"

107. William Penn, Criminologist and Penologist. PRISON WORLD, vol. 8, no. 25, Sept.-Oct. 1946, pp. 8, 25-26. No. of copies : 4,500. Includes portrait of Penn based on the ivory bust made by Sylvanus Bevan of London. Notes. Brief biographical note about the author.

After citing 18th century French, Italian, and English critics of abuses in the criminal law, the author states: "In the century preceding the great work of Montesquieu, Voltaire, Beccaria, and Howard, we find an outstanding character who devoted a portion of his versatile and full life to the problem of criminal justice—William Penn, champion of modern democracy and founder of Pennsylvania. As in other areas in which Penn was active, he not only struck out with new ideas, but he also put his theories into actual practice." The author shows that through Penn's criminal code of 1682, Pennsylvania became the center of penal reform in America.

108. Examination on Basic Course. Washington, D. C.: Bureau of Prisons, U. S. Department of Justice. Numerous versions, of which those cited here are dated 9 Sept. 1946 (11 pp.), 5 May 1947 (11 pp.), 9 Oct. 1947 (10 pp.). No. of copies of each version : 250 to 500.

This examination was used in testing each of approximately 4,000 employees of the Federal Prison System from 1947 to 1957.

1947

109. Basic Course, Federal Prison Work. Federal Reformatory, Chillicothe, Ohio, 1947. 24 pp. No. of copies: 75.

This course was reproduced in substantially similar form 350 times in Federal Penal and Correctional Institutions from 1947 to 1957. It was used as the guide in conducting a four weeks full-time course in which approximately 4,000 employees participated as learners and another 1,000 as instructors.

110. Foreword, *A Picture of the Pennsylvania Germans*, by Russell Wieder Gilbert (Pennsylvania History Studies No. 1, 1947). No. of copies: 2,000.

A brief description of the background of the Pennsylvania History Studies series.

111. Teaching and the Ideal Teacher. *SOCIAL STUD.*, vol. XXXVIII, no. 2, Feb. 1947, pp. 51-53. No. of copies: 3,400. Listed in: *Education Index*, vol. 6, p. 1400.

“To show people how to live a happy and useful life and to inspire them to live such a life is the teacher’s task.

“The ideal teacher must have an intense and unceasing desire to teach, must possess good judgment, be sincere, and, in addition, must have the following four qualities:

*A Wholesome Character.* The ideal teacher must be a good example, for much of a teacher’s effectiveness is the result of example.

*An Inspiring Personality.* The ideal teacher must be able to awaken interests in students.

*A Sound Intellect.* The ideal teacher must be able to understand the subject matter taught and be able to make adjustments to new situations.

*A Desire and Capacity for Work.* The ideal teacher must have a desire to search for truth and useful knowledge and must have the necessary physical and mental vigor to carry on extensive observations and researches.

“It is the teacher’s function to show people how to live happy and useful lives. Furthermore, it is the teacher’s duty to translate such teaching into action by inspiring students actually to live happy and useful lives in contrast to desultory and selfish or definitely harmful lives. Too frequently the

teacher's task is not completed. The student is only shown best methods but is not inspired to adopt them."—pp. 51 and 52.

112. The Junto's Award-Honorary Membership 1946-1947. *PENNSYLVANIAN*, vol. 4, no. 10, May 1947, p. 39. No. of copies: 100.

"Last summer, as part of a long range plan for the Junto, it was decided to select annually for Honorary Membership one person 'for distinguished service in the field of Pennsylvania history, regardless of the location of the person's residence.'" The scholar selected during the 1946-1947 season was Dr. Roy Franklin Nichols, Head of the History Department, University of Pennsylvania.

113. Personnel Training Materials Issued by The U. S. Bureau of Prisons. Washington, D. C.: U. S. Department of Justice, Oct. 1947. 10 pp. No. of copies: 200.

#### 1948

114. Foreword, *The Quakers. A Brief Account of Their Influence on Pennsylvania*, by William Wistar Comfort (Pennsylvania History Studies No. 2, 1948). No. of copies: 2,000.

"Through Pennsylvania's 267 years as an English colony and an American State, members of the Society of Friends, known as Quakers, have played an important role. During the colonial period, 1681-1776, the Quaker influence was particularly significant. Although almost from the beginning the Quakers were a minority group in Pennsylvania they impressed their stamp so indelibly that the Commonwealth is still known as the Quaker State."

115. Foreword, *The Scotch-Irish in Pennsylvania*, by Guy S. Klett (Pennsylvania History Studies No. 3, 1948). No. of copies: 2,000.

"The Scotch-Irish was one of the leading groups which engaged in enlarging the boundaries of what is now the United States. The bulk of this hardy racial strain which found its way to America came to Pennsylvania and from here spread into other colonies and later into other states after the Declaration of Independence."

116. What Should We Do With Our Criminals? *SOCIAL STUD.*,



vol. XXXIX, no. 1, Jan. 1948, pp. 10-16. No. of copies: 3,400. Portrait of John Howard, English prison reformer. Early view of Eastern Penitentiary, Philadelphia. Listed in: *Education Index*, vol. 7, p. 1567.

Discusses "Theories and Objectives of Punishment for Criminals," "The Origin and Development of Prisons," "What the Prison is Trying to Accomplish Today," "The Idea of Individual Treatment," and "A Coordinated Program for the Treatment of Criminals."

117. Testing Occupational Training and Experience. *EDUC. & PSYCHO. MEASUREMENT*, vol. 8, no. 1, Spring 1948, pp. 101-115. Biographical sketch of author, pp. 156-157. Listed in: *Education Index*, vol. 7, p. 1567; *Correctional Research*, Bulletin No. 2, April 1953, p. 18.
118. Montgomery County's Greatest Lady: Lucretia Mott. *MONTG. CO. HIST. SOC. BULL.*, vol. VI, no. 2, April 1948, pp. 91-171. No. of copies: 750. Frontispiece: Full page portrait of Mrs. Mott. Full page view of "Roadside," home of James and Lucretia Mott. Listed in: *Writings on American History*, 1948, no. 2792; *Bibliography of Pennsylvania History*, 1957, no. 4639.

"During the middle of the 1800's Lucretia Mott of Pennsylvania was a leader of social thought in America and at the front of a number of important reform movements. She was not a wild-eyed radical as are many pioneers of social reform, nor was she a large or domineering person. . . . She had the courage of her convictions, a quality which, when combined with her logical mind, quiet but convincing argument, winsome personality, and sincerity of purpose, brought her into prominence and placed her far above most of her contemporaries."—p. 91.

In a review of this paper, Dr. William Wistar Comfort commented (*PA. HIST.*, vol. XV, no. 4, Oct. 1948, p. 347): "There can be no doubt that this feather-weight little lady . . . became for nearly a quarter of a century (1857-1881) the 'greatest lady' of Montgomery County. . . . The present reviewer . . . is glad to recommend this brief account of a great woman to anyone who is not familiar with her life and work."

1949

119. Advanced Training. Federal Reformatory, El Reno, Okla., 1949. 11 pp. No. of copies: 75.

Outlines nature and purpose of this 6 weeks course, which was reproduced in substantially similar form 71 times in Federal penal and correctional institutions between 1949 and 1957. Used in training selected, experienced personnel.

120. Foreword, *Training Specialists' Directory*, 1st edition, Washington, D. C.: Training Officers Conference, 1949. No. of copies: 400.

121. James Wilson's Theories of Punishment. PA. MAG. HIST. BIOG., vol. LXXIII, no. 1, Jan. 1949, pp. 45-63. No. of copies: 1,900. Biographical note about author, p. 2. Listed in: *Bibliography of Pennsylvania History*, 1957, no. 3377; *Writings on American History*, 1949, no. 784; *Pennsylvania History*, vol. XVII, no. 1, Jan. 1950, p. 141.

"In the 1790's, when James Wilson was stating his views on punishment, the English common law and the criminal code of the newly established government of the United States both prescribed severe punishments. Wilson believed that the criminal codes of his day needed to be revised and modified. He contended that the liberty and happiness of citizens depend chiefly on the quality of the criminal law. 'To punish, and by punishing, to *prevent*' criminal offenses, he said, 'is or ought to be' the main objective of the criminal law."—p. 45.

"Probably no city in modern times has contributed more to both thought and experiment in the field of criminal law over a period of many years than Philadelphia. James Wilson's writings indicate that he was familiar with some of the theories of the ancients, and of Beccaria and others on the subject of punishment. In Philadelphia Wilson was rubbing shoulders with friends and political opponents who held definite theories of punishment. He had an opportunity to observe at first hand a severe penal code, a modification of that code, and to move about in an atmosphere of much progressive thinking on the problem of 'punishment,' which today would more properly be termed correctional treatment. He was not the first to raise his voice in behalf of reforms in the

method of dealing with those who commit crime, but he must be given credit for advocating clearly and forcefully certain reforms in the field of jurisprudence.”—p. 46.

122. Book review: *The Isle of Que*, by Elsie Singmaster. SOCIAL STUD., vol. XL, no. 2, Feb. 1949, p. 88. No. of copies: 3,400.

“Today an interestingly written story of wholesome family life in a picturesque and progressive agricultural region of America in the 1940’s is worth-while reading for junior high school students. Elsie Singmaster’s latest book . . . is that type. It is written for boys and girls twelve to fifteen years of age but will also interest, to some extent, older readers.”

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123. Book review: *It Happened in Pennsylvania*, by Arthur D. Graeff. SOCIAL STUD., vol. XL, no. 2, Feb. 1949, p. 92. No. of copies: 3,400.

“Junior and senior high school boys and girls, regardless of whether they are from Pennsylvania, will like this book. It consists of thirty-one short stories each complete in itself and each dealing with Pennsylvania characters and events.”

124. Review: *Berks County: An Historical Map*, by Raymond W. Albright. PA. HIST., vol. XVI, no. 2, April 1949, pp. 160-161. No. of copies: 800.

“This colored picture-map shows historic spots, principal streams, and major railroads and highways of Berks County, Pennsylvania. The title and border contain typical examples of Pennsylvania German art.”—p. 160.

125. Book review: *Principles of Personnel Testing*, by Charles Hubert Lawshe, Jr. FED. PROB., vol. XIII, no. 2, June 1949, pp. 61-62. No. of copies: 6,000.

126. A New Addition to Staff Library. BULL. BD., vol. XI, no. 38, July 1949, p. 64. No. of copies: 5,000.

127. Book review: *The Story of Snyder County*, by George F. Dunkelberger, PA. HIST., vol. XVI, no. 3, July 1949, p. 249. No. of copies: 800.

“The history of a county should be written in a large setting rather than in a strictly local one, and by a person having wide experience. It should be accurate so that researchers and others can depend on it. A number of the histories of counties in Pennsylvania and its neighboring states have been prepared hastily and have been issued as commercial

ventures. Many others have been compiled by persons who labored diligently in their writing but within rather narrow horizons." The reviewer then shows that Dr. Dunkelberger's 982-page volume was prepared with painstaking care and issued as a public service.

128. James Wilson of Philadelphia: An Early Political Scientist. *PENNSYLVANIAN*, vol. 7, no. 1, Aug. 1949, pp. 3-4. No. of copies: 100.
129. Employee Training—A Challenging Field for the Educator. *SOCIAL STUD.*, vol. XL, no. 7, Nov. 1949, pp. 316-322. No. of copies: 3,400. Listed in: *Education Index*, vol. 7, p. 1567.  
 "Employee training on an organized basis is relatively new, dating, in the United States, from about 1917. The field is still in a somewhat formative stage but has gained substantial recognition. It has expanded rapidly during the present decade and furnishes one more outlet for the services of the educator. The field of employee training gives the educator an additional opportunity for pioneering and for the display of initiative in developing new programs."—pp. 316-317.
130. Philadelphia's Influence on Pennsylvania Transportation Development. *DEPT. INT. AFFAIRS BULL.*, vol. 17, no. 12, Nov. 1949, pp. 3-14. No. of copies: 15,500. Listed in: *Bibliography of Pennsylvania History*, 1957, no. 4006; *Writings on American History*, 1950, no. 3950; *Pa. Hist.*, vol. XVII, no. 1, Jan. 1950, p. 141.

"Philadelphia was a great commercial center. With the opening of the interior parts of the State and the lands to the west of Pennsylvania, it was natural to expect that Philadelphia's business men would desire a transportation system which would develop the potential trade of the interior parts of Pennsylvania and reach west beyond the State for the trade of the 'new West.' "—p. 3. This paper was quoted twice by President William A. Russ, of the Pennsylvania Historical Association, in his Presidential Address in 1952 (*Pa. Hist.*, vol. XX, no. 1, Jan. 1953, p. 7). In this issue of the *BULLETIN* William D. Livengood, Secretary of the Department of Internal Affairs, wrote an introductory editorial for Dr. Rosenberger's article. The article is illustrated by the picture of a Pennsylvania steam train in 1832, and a close-up view of

the locomotive, "Old Ironsides," built in Philadelphia in the same year.

## 1950

131. Foreword, *Training Specialists Directory*, 2nd edition. Washington, D. C.: Training Officers Conference; published in cooperation with the Foreign Service Institute, Department of State, 1950. 41 pp. No. of copies: 750.
132. History as an Avocation. *SUSQ. U. STUD.*, vol. IV, no. 2, March, 1950, pp. 139-161. Notes. No. of copies: 500. Listed in: *Writings on American History*, 1950, no. 46.
- The "Editor's Foreword" to this number states: "The present issue of the *Studies* is devoted completely to history. . . . Dr. Homer T. Rosenberger, a new contributor who taught a summer at Susquehanna University, gives the practical side of history in his discussion of 'History as an Avocation.' . . . He has shown an unusual interest in the practical side of history." The author discusses such subjects as "Need for Selecting an Appropriate Avocation Early in Life," "Advantages of Selecting History as an Avocation," and "Contributions Resulting from Avocational History."
133. Commodity Price Fixing Legislation in Pennsylvania, 1665-1800. *PENNSYLVANIAN*, vol. 8, no. 1, Aug. 1950, pp. 3-4. No. of copies: 100. Listed in: *Writings on American History*, 1950, no. 3931.
- Condensed from his talk given before the Pennsylvania Historical Junto, 14 July 1950.
134. The Spirit of Research. *SOCIAL STUD.*, vol. XLI, no. 7, Nov. 1950, pp. 291-296. No. of copies: 3,400. Listed in: *Education Index*, vol. 8, p. 1590.
- "Effective research makes progress inevitable. The spirit of research has been a motivating force for centuries but has languished during various periods of history."—p. 291.
- "In education as in other fields there is a continuing need for research in order to solve or anticipate problems and in order to plan wisely for the future. . . ."—p. 293.
135. A Double Milestone. Excerpts from Dr. Rosenberger's address at the Lincoln Museum, Washington, D. C., 19 Nov. 1950. Published in hectograph form by the International

Press and Publications Division, Department of State, for use abroad by its Information Officers during 1950, which commemorated the 87th anniversary of Lincoln's historic Gettysburg Address. The "Note to Information Officers" also includes statements by Maj. Gen. U. S. Grant, 3rd, Gov. Adlai E. Stevenson of Illinois, and Librarian of Congress Luther H. Evans. Dr. Rosenberger's statement follows:

"This week marks a double milestone in American history and in the history of freedom. On November 19, 1863, Abraham Lincoln in his famous address at Gettysburg referred to 87 years of American independence. This week marks the 87th anniversary of that famous 'four score and seven' address. The year 1950 marks 174 years of American liberty.

"The short speech which President Abraham Lincoln made on November 19, 1863, in dedicating the National Cemetery on the battlefield of Gettysburg, Pennsylvania, became one of the most famous and most quoted speeches of all time. Its simplicity and forthrightness make it a masterpiece of short speech. Like our Constitution, it stresses democracy, freedom of the individual, and the dignity of man.

"Lincoln's address at Gettysburg was made four and a half months after the high tide of the Civil War. The address could have been vindictive. It was not. Rather, Lincoln called attention to the need to start anew, to work constructively, and to have faith in the democratic way.

"The parallels between Lincoln's Gettysburg Address and the United States Constitution are striking. Both are admired by millions of people in many parts of the world. Both stress the fact that 'we the people of the United States' have a responsibility for public affairs and to think about problems of government.

"Both the Constitution and the Gettysburg Address are remarkable for their brevity and exactness of language and both stress fundamental truths which have a way of enduring year after year. Both incline us to the wisdom of speaking less and speaking thoughtfully and correctly. The lasting quality of both the United States Constitution and the Gettysburg Address compel us to realize the value of our democratic heritage."

## 1951

136. Advanced Training. BULL. BD., no. 43, Jan. 1951, pp. 30-36. (This issue has no volume number.) No. of copies: 5,000.  
A "box" inset on p. 30 sums up the article: "Advanced training 1. draws out experience, 2. weighs it, 3. makes it available, results in better prison practice."
137. Book review: *Pennsylvania's Susquehanna—Interesting history, legends and descriptions of the "heart river" of Pennsylvania—its surrounding hills and mountains, its broad valleys and narrow gorges, its canals and railroads, its towns and cities, and, above all, its beauty*, by Elsie Singmaster. PA. HIST., vol. XVIII, no. 1, Jan. 1951, pp. 81-82. No. of copies: 800.  
"The subtitle of this volume describes well its contents. The book is written in a somewhat poetic and picturesque rather than in an analytical style. It is not a definitive history, nor does it claim to be. Many persons will read it from cover to cover and enjoy having it on hand to look at after a first reading."—p. 81.
138. Commodity Price Fixing in Pennsylvania—1676-1800. DEPT. INT. AFFAIRS BULL., vol. 19, no. 4, March 1951, pp. 3-12 (No. of copies: 15,500); no. 5, April 1951, pp. 13-22, 30-31 (No. of copies: 15,600). Full page portrait of James, Duke of York. Large portrait of William Penn. Early view of Penn landing at Chester, 1682. Listed in: *Bibliography of Pennsylvania History*, 1957, no. 1342.
139. A Training Course for Bus Drivers. Washington, D. C.: Bureau of Prisons, U. S. Department of Justice, 1951. 27 pp. No. of copies: 125.  
Used in the training of officers in charge of cross-country buses which are used to transport Federal prisoners.
140. Inservice Training of Prison Employees. FED. PROB., vol. XV, no. 4, Dec. 1951, pp. 37-42. Summary of article on p. 2. Listed in: *Correctional Research*, Bulletin No. 2, April 1953, p. 15. No. of copies: 9,000.

## 1952

141. Thomas Ustick Walter and the Completion of the United States Capitol. COL. HIST. SOC. REC., vol. 50, 1952, pp. 273-

322. No. of copies: 600. Full page pictures: Design by Walter for enlarging the Capitol, 1850; Founder's Hall, Girard College, Philadelphia, built by Walter; present view of the U. S. Capitol; portrait of Walter. Notes.

Thomas U. Walter was the leading architect of Philadelphia in 1851 when he was designated by President Fillmore as Architect in charge of enlarging the Capitol at Washington. "Walter's work in completing the Capitol is a dramatic story. It is a story of sweat, tears, marble, and cast iron."—p. 273.

## 1953

142. Pre-Service Education and In-Service Training—Parallels and Contrasts. *Soc. STUD.*, vol. XLIV, no. 1, Jan. 1953, pp. 13-19. No. of copies: 3,400. Listed in: *Education Index*, vol. 8, p. 1590.
143. The Training Officer's Place in the Safety Program. *FIELD OP. NEWS LTR.*, March 1953, pp. 13-14. Washington, D. C.: Bureau of Prisons, U. S. Department of Justice. Includes 1 drawing. No. of copies: 1,595.

## 1954

144. Foreword, *Pennsylvania's Oil Industry*, by Ernest C. Miller (Pennsylvania History Studies No. 4, 1954). No. of copies: 2,000.
145. Foreword, *Pennsylvania's Iron and Steel Industry*, by Arthur C. Bining (Pennsylvania History Studies No. 5, 1954). No. of copies: 2,000.
146. Foreword, *Pennsylvania's Coal Industry*, by Robert D. Billinger (Pennsylvania History Studies No. 6, 1954). No. of copies: 2,000.
147. Book review: *Emigrants from the Palatinate to the American Colonies in the 18th Century*, by Friedrich Krebs and Milton Rubincam. *PA. HIST.*, vol. XXI, no. 1, Jan. 1954, pp. 90-91. No. of copies: 1,000.

The reviewer concludes his comments as follows: "The Krebs-Rubincam work comprises an additional thorough study undertaken by the Pennsylvania German Society. Both the Society and the authors are to be commended."



148. What Is of More Value Than a Good Teacher? NATL. ASSN. SEC. SCH. PRIN. BULL., vol. 38, no. 201, March 1954, pp. 37-55. No. of copies: 14,500. Listed in: *Education Index*, vol. 9, p. 1079.

“A misfit in fields where a person is required to direct the activities of other persons is unfortunate. Improper selection of men and women for the teaching profession is particularly unfortunate, since a teacher’s job is that of exercising wholesome influences on individuals, most of whom are in a highly formative stage of life. A misfit in the teaching profession usually performs his duties in a manner which leaves much to be desired.

“In general, anyone can enter the teaching profession today, regardless of temperament, leadership ability, or interest in pupils and subject matter. Hence the considerable number of misfits in the profession. All that a person need do to become a teacher is to be graduated from college and find someone in authority who will appoint him to a teaching position. If the position is in a public school, it will be necessary, in most states, to have completed certain specified subjects in a curriculum so as to secure a certificate to teach in the public schools of that state. In college the completion of much work in the subject matter field to be taught and absence of objectionable characteristics are usually all that is required of the prospective instructor.

“This is not as it should be. Successful teaching requires very definite interests and abilities.”—pp. 42-43.

149. Dr. Sioussat and Dr. Stevens Honored. PENNSYLVANIAN, vol. 11, no. 1, Sept. 1954, p. 1. No. of copies: 100.

Biographical sketches of Dr. St. George L. Sioussat and Dr. S. K. Stevens, recently elected Honorary Members of the Pennsylvania Historical Junto.

150. A Proper Setting for Learning. NATL. ASSN. SEC. SCH. PRIN. BULL., vol. 38, no. 204, Oct. 1954, pp. 23-56. No. of copies: 18,481. Listed in: *Education Index*, vol. 9, p. 1079.

“It is more important to create in children and youth the desire to learn than to teach them isolated facts. If the desire is created, learning will find its way. If teaching is forced, the learning may proceed very slowly. The types of atmosphere—the setting, the environment—created by the teacher

is a determining factor in the progress of the young pupil or the older student. The school which lacks an atmosphere for vital learning may do to the mind what cooking does to the palatability of fresh, tender, crisp celery or what a half hour of strong sunshine does to the eye appeal and tastiness of a dish of ice cream.

“Learning should be an adventure rather than a chore. There is no good reason for making of it a painful process. Learning does not suffer loss of prestige by being made interesting. The successful use of teaching techniques and school facilities and equipment is a mighty factor in producing a thirst for knowledge.”—p. 23.

151. *The Curriculum and Its Relation to Guidance*. NATL. ASSN. SEC. SCH. PRIN. BULL., vol. 38, no. 205, Nov. 1954, pp. 103-111. No. of copies: 18,145. Listed in: *Education Index*, vol. 9, p. 1079.

“Many conditions change from year to year while others remain constant. Curriculums, therefore, need to be changed from time to time—relatively little in the elementary school, very much in some parts of a large university, and very much and frequently in programs of adult education.

“Facts which relate to the persons to be served by a curriculum and facts which relate to the job market should be the basis for curriculum changes. This principle is fundamental. It applies to curriculum revision in elementary schools, in high schools, in colleges and universities, in programs of adult education, and in special programs for the brilliant student, the slow learner, the emotionally disturbed, and the physically handicapped. This principle of basing curriculum changes on facts which relate to the learners to be served and on facts which relate to the job market operates in favor of the student and in the interest of society generally.”—p. 103.

“After reliable and pertinent statistical facts, about the job market or about the persons to be served by a particular curriculum, have been assembled, they need to be interpreted wisely in order to use them well as a basis for curriculum changes. The assistance of several philosophers and of a few scientists can be useful in this interpreting process. Their views can assist the educator in making changes which will be of immediate and long-range benefit to both the students

for whom the curriculum is being revised and the community in which it is to be used.”—p. 105.

## 1955

152. Dr. Gipson Honored. *PENNSYLVANIAN*, vol. 12, no. 1, March 1955, p. 1. No. of copies: 100.

Biography of the noted authority on the British Empire before the Revolutionary War, Dr. Lawrence Henry Gipson, who had recently been elected an Honorary Member of the Pennsylvania Historical Junto.

153. Selection and Training of Personnel for Penal and Correctional Institutions in the United States Federal Prison System. The United Nations, 8 March 1955. 19 pp. No. of copies: 1,500. Published for use at the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, Geneva, 1955. Includes summary published in French and Spanish.

## 1956

154. How to Organize and Administer an Employee Training Program: A Manual for Executives and Training Directors. Washington, D. C.: Society for Personnel Administration, Pamphlet No. 11, 1956, 35 pp. No. of copies: 3,000. Biographical sketch of author, p. vi. Listed in: *Education Index*, vol. 10, p. 1141; *Training Materials Bibliography*, 1957, p. 11.

“Two principles are fundamental in organizing and administering an employee training program:

- a. Management, from the president of a company to the foreman in charge of a half dozen workers, is inclined to be interested in a program in which it does a part of the organizing or the administering.
- b. Employees are enthusiastic about in-service training when they believe a genuine effort is being put forth to make the instruction clear, interesting and useful.”  
Pages 1 and 2.

“Neither business nor government can afford to neglect training. Nor can either afford poor training of its personnel. Good training is dependent on good organizing and good ad-

ministration. Efficient operation of a business corporation or of a government agency requires high quality results at reasonably low cost. Efficient operation can be achieved if employees have skill and use it willingly. Only a small per cent of employees develop on their own initiative a large proportion of their potential ability. They need help. A well organized and well administered in-service training program helps mightily to bring out the best in an employee's performance."—p. 34.

155. Foreword, *Proceedings, Annual Institute [Recent Developments in Research Applicable to Training]*. Washington, D. C.: Training Officers Conference, 1956. 46 pp. No. of copies: 1,000.

Dr. Rosenberger also wrote the Foreword to the 1957 edition of the *Proceedings*.

156. Training Smorgasbord. Washington, D. C.: Civil Service Assembly of the United States and Canada, 1956. 9 pp. No. of copies: 125. Listed in: *Training Materials Bibliography*, 1957, p. 66.

This paper was prepared for and used at the Fiftieth Anniversary Conference on Public Personnel Administration, Statler Hotel, Washington, 12 Oct. 1956.

157. Foreword, *Training Specialists Directory*, 5th edition. Washington, D. C.: Training Officers Conference, 1956. Issued in cooperation with the George Washington University. '64 pp. No. of copies: 1,500.

158. What Should We Expect of Education? Washington, D. C.: The National Association of Secondary-School Principals, A Department of the National Education Association, 1956. 348 p. [First published in *The Bulletin of the National Association of Secondary-School Principals*, vol. 40, no. 217, Feb. 1956.] No. of copies: 16,000. Listed in: *Education Index*, vol. 10, p. 1141.

"The purpose of this volume is to place in the hands of the general public a book in lay language which will cause the reader to think about fundamental problems of education. The book is designed for the use of adults—particularly parents—from all walks of life, as well as for professional educators. . . ."—Preface.

It was reviewed favorably in newspapers in Washington,

D. C., Portland, Maine, Allentown, Pa., and Hyattsville, Maryland, as well as in professional journals. As Milton Rubincam commented, in his review, in *The Prince Georges Post* of Hyattsville: "Dr. Rosenberger's views are frankly idealistic, but his purpose is to challenge the thinking of his readers. He is attempting to do away with the foggy thinking of many writers and to present the problems of education in a clear-cut manner. In this connection he has the support of every American who has the future welfare of his country at heart."

The book includes 17 pages of pictures.

"Any man or woman who is adept at imparting knowledge and fond of doing so and exercises consistently a wholesome influence on youth and inspires them to learn is of great worth. Such persons should be urged to enter the teaching profession. They should be given the very highest salary that the public or that private schools can afford to pay. The use of such a process of urging and paying forms a sharp contrast to usual methods of selecting teachers and setting salary scales. It puts a premium on qualities of leadership which the individual has already demonstrated in fields of work other than teaching. In a large majority of cases, this positive method of selection brings to the classroom a broad experience and an understanding of life. With these a teacher can function par excellence."—p. 48.

"Initiative and originality on the part of the teacher are important factors in establishing a proper setting for learning. There are many techniques of teaching and many teaching aids. Unless these are used in wise combinations and with imagination and skill they can be of little value. When used with imagination, skill, and good judgment, they can work wonders and create a sparkling and invigorating atmosphere for vital learning. In such atmosphere, charged with the spirit of helpfulness and progress, almost anyone is as likely to thrive on instruction as a wild fern thrives on a thickly wooded mountainside."—p. 50.

"A curriculum which fails to meet current needs may be almost as useless as the occasional watering trough found in downtown areas of large American cities. The fact that the troughs were provided for humane purposes in a horse-and-

buggy day does not affect their present usefulness. Education to be worth while and real must be based on life, all of life, and its problems as they exist in the generation of those for whom the education is being provided. This is the challenge of the experts who have the responsibility for curriculum development.”—p. 53.

“The world’s storehouse of knowledge is available to those who read well. To them the written word is a means of increased usefulness and a source of companionship. Persons who read very slowly or with poor comprehension need assistance. Those who believe all they read are a potential danger.”—p. 196.

“Education ought to help solve rather than create human problems. If a sense of social responsibility is not developed in the individual, the purposes of education are defeated and trouble is invited. Unless the education secured by an individual during and after the years of attending school on a full-time basis implants a personal sense of responsibility for the welfare of others, it can result in mental cleverness and nothing more. The person lacking a sense of social responsibility will not fulfill his or her obligations to society, and may be a menace. Such a person can be as destructive as a raging young bull moose, with an antler-spread of six feet, turned loose in an art museum. Furthermore, the man or woman who lacks a sense of social responsibility will miss the richest rewards of life. He or she will scarcely be aware of the fact that it is impossible to help another, sincerely, without helping oneself.”—p. 243.

“Only through providing education to a large majority of the people in each populous country and education of a type which the best thinkers in each of those countries, meeting in international conference, consider to be balanced, will civilization, and mankind itself, avoid almost complete destruction. Furnishing education of such a type and on such tremendous scale is the challenge of the twentieth century. Unless men and women everywhere are taught to think with at least some degree of objectivity, to work for the joy of accomplishing things which are socially useful, and to require justice on the part of themselves and others, we need expect nothing at all of education.”—p. 318.

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159. Foreword, *Training Materials Bibliography*. Washington, D. C.: Training Officers Conference, 1957. No. of copies: 10,000. This Bibliography was conceived by Dr. Rosenberger and prepared under his direction.

160. Spencer Fullerton Baird (1823-1887). *COSMOS CLUB BULL.*, vol. 10, no. 2, Feb. 1957, pp. 2-5. No. of copies: 2,500.

Dr. Rosenberger briefly relates the story of "one of the greatest zoologists and most versatile naturalists produced by the United States." Baird, a native of Reading, Pa., came to Washington in 1850 and became Assistant Secretary and (in 1878) Secretary of the Smithsonian Institution. He was also one of the 60 founders and the second President of Washington's Cosmos Club.

161. The Inauguration of James Buchanan of Pennsylvania, as 15th President of the United States. *CONG. REC.*, vol. 103, no. 37, Monday, 4 March 1957, pp. 2628-2630. No. of copies: 42,500.

This paper, which had been given as an address before the Columbia Historical Society, was inserted in the *Cong. Rec.* at the request of Senator Edward Martin, of Pennsylvania.

"March 4, 1857, was a gala day in the District of Columbia. James Buchanan, of Pennsylvania, was inaugurated as President of the United States. Persons from the four corners of the country, and from abroad, were on hand to observe the procession down Pennsylvania Avenue to the Capitol, the inaugural ceremonies on the east portico of the Capitol and the procession to the White House, then called the Executive Mansion.

"The Buchanan inauguration attracted far more attention than any previous installing of a President of the United States. The weather was perfect for the occasion, a beautiful warm, sunny day. . . .

"The Presidential inaugural procession on March 4, 1857, was the first such procession to use symbolic floats. It included two, both being spectacular. They would do justice to a parade today. One of these floats was known as the Goddess of Liberty Car. It was drawn by six horses. On the car was seated a woman dressed as a goddess. The car had a

flag pole 50 feet high. The other float was a replica of the full-rigged historic frigate, the *Constitution*. This replica had been made by mechanics at the Washington Navy Yard. The replica was so large that during the parade sailors were climbing about in the rigging.”—p. 2628.

162. Priceless Example. D. C. CONG. BULL., April 1957, pp. 4-5. Portrait of author. No. of copies: 5,200.

“Undoubtedly, a larger proportion of the national income should be spent on public education. Additional classroom space is a vital necessity. More teachers are needed so that each can work effectively. Large classes spread the teacher too thin. With a marked increase in their salaries we could reward our most capable teachers and, within a few years, replace the others with men and women better able to instruct and inspire the rising generation.

“However, merely spending large sums on public education does not guarantee good schools. We properly expect public works departments of our cities to assume full responsibility for such routine matters as street paving, lighting, etc. But we cannot in the same way expect the teacher and the school administrator to carry the entire burden of preparing our children for adulthood.

“One’s life pattern is pretty well set by the time he reaches graduation from senior high school. In most cases his pattern has been shaped fully as much, if not more, by his parents, either by intent or neglect, as by the schools he has attended.

“There is much need to check the increasing trend toward an easy philosophy of life—an attitude of ‘get as much as you can for as little effort as possible.’ Here parents carry the main responsibility. They must set an example of integrity, industriousness, and love of learning.

“The example of parents and their interest in the development of their children starts a chain reaction. A father’s pride in his ability to solve arithmetic problems quickly and easily and a mother’s delight in good English or in geography, in addition to wholesome attitudes, are contagious. The child who is wisely encouraged at home to do well in school is likely to transmit enthusiasm and a sense of fair play to classmates and to give the teacher a feeling of exhilaration.



She in turn desires to capitalize on the favorable situation and does a better job of teaching. The chain reaction continues. An enlarged proportion of the children and youth become eager to learn. Of still more importance, they become motivated not only to grasp facts and ideas but also to make constructive use of the knowledge they acquire.

“The chain reaction becomes all the more pronounced when *several* children and youth on your block, and several on mine, catch from their parents a spirit of fair play, a sense of purpose, and the adventure of delving into the world’s treasury of fascinating information. Then the atmosphere of the school becomes charged with purpose. The community becomes aware of this dynamic atmosphere. The men and women who compose it will now be less likely to resist the money cost of public education or begrudge necessary tax increases.

“The chain reaction goes even further. The United States is facing a serious shortage of scientists and engineers, and the shortage is becoming even more acute, with no sign of relief in the immediate future. Comparatively few youths are ready to subject themselves to the rigorous self-discipline which leads to eminence in the field of science. Also there are many youths with native ability to become leaders in government, industry, or community affairs, who drift away from school before or by time of completing the twelfth grade. The kind of example at home that causes a boy to be enthusiastic about learning may not only cause him to enjoy school and to arouse the enthusiasm of others over the adventure of learning, but also may cause him and his associates to seek to become engineers, chemists, physicists, or administrators, and persons concerned about the schools in their neighborhood.

“Perhaps more than anything else, there is a desperate need for a parental example of integrity (in matters small as well as large), of industriousness, and of love of learning. Such an example is priceless and solves many basic problems of education.”

163. *Implanting Attitudes in Students: A Significant Function of the High School.* NATL. ASSN. SEC. SCH. PRIN. BULL., vol.

41, no. 227, March 1957, pp. 18-40. No. of copies: 17,510. Listed in: *Education Index*, vol. 10, p. 1141.

“From time to time, as opportunity presents itself, a teacher can either point out thoughts of the following type (these particular ones having been jotted down by the present writer, as they occurred to him over a period of months), or ask for discussion of them:

“Humbleness is a remarkable quality. A few people possess it. Most of us need it. But humbleness should not be a cringing sort of thing. It should not push a quiet, firm self confidence into the background.

“No matter how much recognition one gains for jobs well done and for high honors received, he or she still is rather insignificant in the universe. Even in one city of a hundred thousand population, he is surrounded by so many others who too deserve recognition, that he soon realizes, if objective, that he is not indispensable. And then for any human being life is short, and its length for him is never completely known until the end of its span. Why ought any of us feel that all the world should bow to us?

“No matter how much one knows about a relatively broad field, there are many other persons who have mastered parts of that field which have scarcely come to his own attention.

“Humbleness, as distinct from servility, is a characteristic of maturity. The know-it-all lacks both humbleness and maturity.

“An humble person has one of the greatest of freedoms, the freedom from pretense.

“Many persons who are popular say little about what they have achieved or about what they expect to accomplish. Nevertheless, humbleness need not cause one to deny these facts to his most intimate friends who want to know them.

“When facing life as it is, how can an individual be puffed up about himself or herself?

“One who has an humble attitude possesses a type of modesty that gives him self-respect and wins the admiration of others.”—pp. 36-37.

164. Joseph Meredith Toner (1825-1896). *COSMOS CLUB BULL.*, vol. 10, no. 4, April 1957, pp. 2-4. Portrait of Toner. No. of copies: 2,500.

Dr. Toner, a Pennsylvanian by birth, became one of Washington's leading physicians, one of the Cosmos Club's 60 founders, and "an avid collector and a prolific writer in the fields of medicine, history, and biography."

165. History of Stoddert School. 2 pp. Part of program of the School's 25th Anniversary, 20 May 1957. Mimeographed. No. of copies: 350.

The Stoddert School, in Washington, D. C., was opened on 5 May 1932. Its name is derived from Benjamin Stoddert; of Georgetown, D. C., who was appointed Secretary of the Navy by President John Adams in 1798. This paper was read to those attending the 25th anniversary by Miss Ruth Harris, a teacher, and formerly a student at the Stoddert School.

166. Catalyzer Of Employee Development Programs. PERS. ADMIN., vol. 20, no. 3, May-June, 1957, pp. 53-55. No. of copies: 4,585.

"A catalyzer is a substance that accelerates a chemical reaction, but it is found as frequently in the area of human relations as in chemistry. For 19 years the Training Officers' Conference ('TOC') has been accelerating employee development programs in Washington, D. C. The Conference is a medium for informing training officers and administrators about methods of and progress in employee development for application particularly in the Federal Government. The activities of TOC are directed by a Steering Committee composed of 32 representatives of Federal establishments and educational institutions in the Washington area."—pp. 53-54.

167. To Employees of the Federal Prison Service. NEWS LTR., June 1957, p. 21. No. of copies: 5,000.

On the occasion of his transfer to the U. S. Department of Commerce, Dr. Rosenberger wrote:

"After spending almost 15 years as Supervisor of Training for our Service, I am transferring to the Department of Commerce to head the training program of the Bureau of Public Roads. I will continue to be located in Washington, and am looking forward to seeing some of you in the future since my new work may entail travel to a number of the communities where your institutions are located.

“The experience of being a part of the Federal Prison Service has been extremely worthwhile. It has given me a priceless opportunity to know many persons who meet danger with courage and who are dedicated to helping people who need help yet who are difficult to approach, and often more difficult to improve. When one looks around our Service one can only conclude that the approximately 5,000 persons who comprise it are as fine a group as can be found anywhere.

“I want to take this opportunity to express appreciation to Wardens, to Supervisors of Training, to their stand-bys, and to the hundreds who served as Basic Course Instructors, Quarterly Training Instructors, and Advanced Training Advisors. Because of their help, the training program has vitally affected almost every person entering on duty over the past ten years.”

168. Secretarial Development. A One-Week Training Course for Top-Level Secretaries. Washington, D. C.: Bureau of Public Roads, U. S. Department of Commerce, Sept. 1957. 8 pp. Bibliography. No. of copies: 125.

“*Objectives of This Course:* To instruct, and to exchange ideas, (1) as to how a secretary in Public Roads can assume increasing responsibility, thus freeing her chief from numerous details and (2) how she can improve her own career opportunities. The emphasis of this course is on administrative duties of the secretary, rather than upon her stenographic skills.”

The course emphasizes that “A Secretary is the ‘First Lady’ of Business.”

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169. Supervising the Supervisors Who Report to You. PERS. JOURNAL, vol. 36, no. 10, March 1958, pp. 365-367. Biographical sketch of author, p. 367. No. of copies: 4,750. Reprinted by New York Bell Telephone Co., Port of New York Authority. (For other reprints, see nos. 176 and 177.).

“Supervisors, whether first-line or middle-management people, need and deserve special attention. They react differently to being supervised than does the non-supervisory employee. On the average, a supervisor usually is in greater

need of recognition and leeway than the man who is not paid to supervise others. So much more is expected of him. Your supervisors are likely to respond excellently to additional delegation of responsibility and commensurate authority, and to commendation when deserved.”—p. 365.

170. *The Witch of Werner's Mill*. KF QTRLY, vol. II, Winter 1957-1958, no. 4, pp. 104-108. Biographical sketch of the author, p. 134. Reprinted from the CLINTON Co. WKLY, 13 July 1934. No. of copies: 500. (See no. 3.)

“The Sugar Valley people were very superstitious three-quarters of a century ago. They feared certain people whom they considered to be witches, and they pointed to dilapidated houses and told of nightly pilgrimages of white and bony figures to these buildings. . . . These formed the center of discussion by many a fireside and in many a nightly gathering at the general store. The spook and witch stories were very common and prove interesting to this day. An aged, lifelong resident of Tylersville said to me, ‘When I was a boy, every fence post in Sugar Valley was “spooked.” ’”—p. 104.

171. *Writing, A Major Means by which the Educational Administrator Widens His Influence*. NATL. ASSN. SEC. SCH. PRIN. BULL., vol. 42, no. 236, March 1958, pp. 50-71. No. of copies: 18,420.

“Educators make important contributions by putting their findings and their thoughts into writing. In this way, years of valuable experience in the field of education are crystallized and made available to many persons. By writing, one extends his influence beyond face-to-face contacts, and even far beyond his home community. Moreover, an educator who has broad interests and broad points of view may equip himself to write broadly. He need not feel duty-bound to limit his writing to one narrow field. . . .

“Writing is an art which usually requires much practice before one becomes skillful. Writing, if done well, is a discipline, sometimes severe, seldom mild. To be a musician one must study and practice—perhaps for years. And to write well most of us must spend years of preparation. Only for a small proportion of persons does proficiency in writing emerge with the first few attempts to write. The way for

most of us to become proficient in writing is to write whenever a few moments can be snatched from other duties.

“No matter how successful an educational administrator may be, if he accomplishes most of his work by face-to-face contacts and has members of his staff do the bulk of his writing, he may find it difficult to put clarity, conciseness and literary quality into his writing when he handles it himself. Almost anyone first serves an apprenticeship in writing before writing well. . . . Writing is an important skill. It is an art and often is hard work, but is rewarding.”—pp. 50-51.

“Educational administrators have a particularly good opportunity to make special studies of the curriculum, of instruction techniques, and the like. In conducting these studies they can determine such matters as what courses and other activities should be added or deleted, which techniques of instruction are of greatest value to the retarded student, which are of most help to the brilliant, and what attitudes on the part of teachers inspire each of a number of different types of youths. An educational administrator is in a highly favorable position to study these and kindred problems with the purpose of publishing research findings because (1) he is in daily contact with these problems, (2) he can draw on observations made by members of his staff, and (3) he can readily draw on school records.”—p. 67.

172. *Your Money's Worth From A One-Week Supervisors' Course*. JOUR. AM. SOC. TRNG. DIRECTORS, vol. 12, no. 4, April 1958, pp. 48-50, 52-56. No. of copies: 4,200. Biographical sketch of author, p. 48.

Suggests and discusses seven fundamental steps to successful supervisor training.

173. *Stimulating the Will to Learn: Employee Training Incentives, A Manual for Executives and Training Directors*. Washington, D. C.: Society for Personnel Administration, Pamphlet No. 16, 1958, 38 pp. No. of copies: 3,000.

“It does not matter how elaborate a training program may be. If the employees for whom it is provided see no incentive for engaging in it, except perhaps a negative one such as loss of job for not participating, the training program will be unsuccessful. In broad perspective this manual explores the problem of training incentives. It suggests and discusses

broad types of incentives which can be created and used effectively in stimulating workers to engage enthusiastically in self-development activities and to use on the job their newly acquired facts, skills, and attitudes.”—Preface.

174. Old Godfrey's Spook. KF QUARTERLY, vol. III, Spring 1958, no. 1, pp. 2-4. Biographical sketch of the author opposite p. 28. Reprinted from the CLINTON CO. WEEKLY, 1935. No. of copies: 500. (See no. 6.)
175. Foreword, *A Picture of the Pennsylvania Germans*, by Russell Wieder Gilbert (Pennsylvania History Studies No. 1, revised, 1958). No. of copies: 4,000.
- “The interest in Pennsylvania German history and culture has been growing rapidly during the last thirty years. This interest has not been sporadic. Instead, it has focused constant and wide-spread attention on a large, stable, and somewhat colorful segment of America's population. During this period two persons of Pennsylvania German descent have served as President of the United States—Herbert Clark Hoover and Dwight David Eisenhower.”
176. Supervising the Supervisors Who Report to You. HIGHWAY MANAGEMENT NEWS, 20 May 1958, 4 pp. Washington, D. C.: American Association of State Highway Officials, National Highway Users Conference. (See also no. 169.)
177. Supervising the Supervisor. SUPERVISORY MANAGEMENT, vol. 3, no. 6, June 1958, pp. 55-56. New York: American Management Association, Inc.

A digest of Dr. Rosenberger's article in PERSONNEL JOURNAL. (See no. 169.)

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*tional Association of Secondary School Principals*. Washington, D. C.

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# Pennsylvania Historical Junto

WASHINGTON, D. C.

Founded 1942

*Origin.*—The Pennsylvania Historical Junto is a historical association composed of people from many professions. It was founded in August 1942 and incorporated in March 1944, under the code of laws for the District of Columbia. Named in honor of the famous literary, philosophical, and scientific Junto founded by Benjamin Franklin in 1727, the present Junto bears some marked and interesting similarities to the original Junto of two centuries ago.

*Objectives.*—To encourage scholarly activity and provide leadership in the field of Pennsylvania history.

*Activities.*—Holds meetings on the third Friday night of September, October, November, January, February, March, April, and May. Issues *The Pennsylvanian*, a quarterly publication.

*Membership.*—By election. Restricted to persons genuinely interested in Pennsylvania who are likely to participate actively in the Junto's program of historical activity. The maximum of 100 members is divided into three groups, 80 resident in the Washington metropolitan area, 15 resident in Pennsylvania, and five honorary, regardless of place of residence.

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